

Prince, Heather ORCID: <https://orcid.org/0000-0002-6199-4892> , Christie, Beth, Humberstone, Barbara and Pedersen Gurholt, Kirsti (2018) Adventure education and outdoor learning: examining journal trends since 2000. In: Becker, Peter, Humberstone, Barbara, Loynes, Christopher and Schirp, Jochem, (eds.) The changing world of outdoor learning in Europe. Routledge Research in Education . Routledge, Oxford, UK, pp. 144-159.

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/4068/>

Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
 - a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.

Adventure Education and Outdoor Learning: examining journal trends since 2000

Heather Prince, Beth Christie, Barbara Humberstone, Kirsti Pedersen Gurholt

Abstract

Academic journals should reflect currency in a subject area or discipline. Relatively quick response times from submission to publication enable journals to capture the dynamic nature of a discipline more readily than many other forms of academic literature. Additionally, unique publications such as Special Issues offer the potential to embrace a range of papers from cognate areas, which may reveal and deepen a discipline's understanding of wider contemporary questions and issues. The *Journal of Adventure Education and Outdoor Learning* incorporating Outdoor Adventure Education and Experiential Learning (EOE) is presented and its position as a gatekeeper, publishing quality international papers, is appraised. An empirical key word analysis of the Journal was conducted and the results were analysed critically against perceived trends in the subject area more generally. This process enables an examination of emerging foci and pedagogy in Europe since 2000 through journal emphases, and considers the significance of the Journal as a signpost of, and to, the field.

Introduction

Peer-reviewed academic journals should communicate cutting edge research, critical, theoretical and methodological perspectives and developments of international interest and scope in cognate subject areas. Relative to other academic outputs such as books that might take eighteen months to two years from commission to publication, journals may be seen to privilege a greater degree of currency through a more rapid process of publishing quality papers. This allows journal editors to be agile in their response to emerging trends in the relevant subject area and enables capacity for dialogue and debate on major issues through the publication of a number of related papers, whilst allowing smaller scale themes to have a platform. Thus, scholarly journals have a powerful influence on the development of their particular academic fields.

Several factors may influence the development of any academic journal, such as membership of the editorial board and how members see their roles as representatives of a discipline. The themes, theoretical and methodological approaches, the number and the quality of the submitted papers and the reviewers' specific perspectives, their independency/interests and professionalism will all influence the scholarly direction, 'gravity' and emphasis of a journal through the papers that are published. However, changes in education policy on a national, regional (European) or global level may have indirect influence.

The focus here is the *Journal of Adventure Education and Outdoor Learning* (JAEOL). Peer reviewed and published in English by Taylor and Francis since 2000, it is the official journal of the Institute for Outdoor Learning, an organisation for professionals working in the outdoor 'industry'- based in the U.K. The Journal is international and its purpose is to disseminate research and scholarship on adventure and the outdoors as media for learning, as well as recreation, and to 'promote dialogue, research, thinking, understanding, teaching and practice in the field of adventure education and

outdoor learning' (Taylor & Francis, 2016). The editorial board welcomes original papers that 'report on research with a wide international interest and papers engaging with critical, theoretical and methodological perspectives' (2016). Furthermore, *JAEO* 'intends to publish papers concerned with social, cultural, political, ethical and environmental issues in the outdoor fields of study.' Thus, the emphases and trends identified in this chapter have been drawn from publications spanning the past fifteen years of European centred debates and developments, viewed in the light of an international framework of discourse. Globally, there are few academic journals dedicated to this and similar subject areas published in English. Those that are in cognate areas and share tables of contents are: *Australian Journal of Outdoor Education (AJOE)* (re-named *Journal of Outdoor and Environmental Education* in 2016), *Journal of Experiential Education (JEE)* and *Journal of Outdoor Recreation, Education and Leadership* (both US) and *New Zealand Journal of Outdoor Education* that ceased publication in 2014. A study of the papers published in *AJOE*, *JEE* and *JAEO* between 1998 and 2007 was captured by Thomas, Potter & Allison (2009).

It is apparent that journals have had to respond to changing trends in semantics by re-naming themselves and/or adopting a more business-like model in terms of marketing, reach and status. In the context of *JAEO*, 'Outdoor Learning' is a term that includes outdoor play in the early years, school grounds projects, environmental education, recreational and adventure activities, personal and social development programmes, expeditions, team building, leadership training, management development, education for sustainability and adventure therapy. 'Adventure Education' refers to educational implications of activities, which are perceived to have elements of personal, social or psychological risk (Taylor & Francis, 2016). This broad definition of the outdoor field of study framed a recent analysis of scholarly trends in concepts, knowledge and the empirical key-word analysis that emerged from reading all *JAEO* issues since 2000. This analysis does not preclude the identification of critical, ambivalent and/or unexpected voices and a diversity of themes, insights and ways of seeing, discussed and validated in a cross-national way and by an inter-generational team of four female researchers.

For some academics, the allocated impact factor, or Scopus metrics (Elsevier, 2016) as used by *JAEO*, or the influence of a journal is critical when considering where to submit manuscripts, as higher impact journals and publications that can be ranked as international or world-leading, are more important for higher education institution scores, status, income, respect and often individuals' career trajectory. It would also be unusual for a respected author to target a single journal for all his or her publications to achieve reach and impact, and thus some 'outdoor education' journals may see a 'drift' of published material, for example, towards education, cultural studies, sport and curricular publications. Those journals that have not been able to sustain or develop such metrics, or who fail to attract sufficient quality submissions to publish, have not survived. A criticism of such journals may be that they privilege those contributors who have experience of the review process and competence in writing, above those authors with limited experience. It is important to try to encourage a diversity of authors and inclusivity towards more emergent areas with a paucity of data, and those who may be more challenged by writing in the English language. Additionally, in order to have credence as an international journal, a diversity of authors and contributions of themes and empirical analysis reflecting and presenting diverse and geographically spread (local, regional and national) narratives are required. It should be recognised, however, that adventure education and outdoor learning comprise a small academic field and therefore may not have the critical mass to develop high impact.

Special Issues are valuable as they lever diversity by extending the reach of the Journal to academics and researchers whose main focus may lie beyond adventure education and outdoor learning; therefore, they push the understanding and boundaries of the field, open up new possibilities for engagement and critique, and challenge the current, and often dominant, discourse. Topics for specialist issues can be suggested by editorial board members, professional organisations or groups of individuals working in a specific subject area, or occasionally a location, within journal scope. *JAEOL* has published guidelines for the development and publication of Special Issues and proposals that adhere to those can be submitted for consideration by the editorial board at any time. If a proposal is accepted, then an open 'Call for Papers' will be generated. Special Issues can spark an interest amongst established academics in the field as well as new researchers, who may offer original perspectives and methodologies. It is our experience that a popular theme often results in more quality papers than a single volume can support and, thus, what might have been regarded initially as a niche genre may become more of an accepted aspect of the subject through increased and consistent visibility within the Journal. Some Special Issues have drawn more interest than others; details of those themes and possible reasons for varying levels of contribution will be discussed later in this chapter.

Our backgrounds and the research approach

We are all members of the European Institute of Outdoor Adventure Education and Experiential Learning (EOE) and we all hold various editorial positions within the Journal, each of us has authored published papers, acted as a reviewer, contributed to, or edited, Special Issues, and we have all been 'active' within the field, more generally, over the last fifteen years; therefore, collectively, we possess a wealth of knowledge related to the Journal. Importantly, we can position this insight within the broader political and social ecology that surrounds the development and growth of adventure education and outdoor learning since 2000, within Europe.

Within this chapter, our intention is to reflect upon the development and position of *JAEOL* as a gatekeeper and, perhaps, promulgator of research direction within the field of adventure education and outdoor learning. We began this reflection by examining data from an empirical 'key word' analysis of the Journal that was part of a research project funded by the University of Cumbria and one author (HP) and which initially provided key words for all articles published since 2000; this process revealed trends as located within the Journal. To contextualise these data, we began a process of personal and group reflection with the aim of identifying broader changes within the European context; the discourse of which we suggest may have shaped or, perhaps, has been shaped by those trends as revealed through the key word analysis. We contend that this process of reflection and critical analysis, framed by journal emphases, has enabled an examination of emerging foci and pedagogy in Europe since 2000 and allowed us to consider the significance of the Journal as a signpost of, and to, the field. Taken this way the Journal can be considered as both a space for reflection on progress made and as a catalyst for continued and divergent growth.

History and development of the *Journal of Adventure Education and Outdoor Learning (JAEOL)*

1980 saw the first antecedent of *JAEOL* as a practitioner magazine *Adventure Education*. Shortly afterwards, it became the magazine of the National Association of Outdoor Education (U.K.), which later became the Institute for Outdoor Learning (IOL). The Association of Heads of Outdoor Education Centres also endorsed the magazine in 1985. In 1988 the name changed to *Adventure Education and Outdoor Leadership* and the scope broadened to include some research and theoretically orientated features. For its first 18 years the predecessors to the current *Journal of Adventure Education and Outdoor Learning* continued to be edited in house by Chris Loynes. Initially, there were six issues a year which reduced to four. At the same time the Journal developed international connections with the help of contributions from North America and Australia. With the continuing development of the outdoor field, in 2000 the Journal became two distinct publications: the practitioner journal, *Horizons*, and the scholarly publication, *Journal of Adventure Education and Outdoor Learning* with further editors. The latter was published as two issues a year. The tasks of setting, printing and circulating the Journal were initially undertaken by the Institute for Outdoor Learning. The organisation and management of the Journal developed, taking on the structure of recognised scholarly journals with an editorial team and editorial board. In 2005, a significant development occurred when the editors approached academic publishers and, in agreement with IOL, Taylor and Francis, under its Routledge imprint, became in 2007 the Journal publishers. This was a significant move for the Journal and the field as it represented something of a 'coming of age' for outdoor adventure education research. It was then possible to share the benefits of being part of a global academic publishing house where a wider community of scholars could be connected. In common with some other journals, all board members and officials' tasks and reviewing of papers is voluntary. The managing editor receives a small honorarium. In 2012, the Journal moved to three issues a year and in 2015, to four issues a year.

JAEOL processes and publishes scholarly papers. Papers are submitted through the website and as there is no administrative support, the editors check papers for anonymity and correct formatting. Each paper is then allocated two reviewers who in theory have four weeks to review the paper. Over the years it has become increasingly difficult to secure reviewers as academics have demanding workloads and the task of reviewing is given less credit within institutions and is not remunerated. However, the actual value of reviewing is tremendous; it provides learning opportunities for both reviewers and authors, as reviewers' feedback is returned not only to the authors but to both reviewers. Sometimes the editors or 'editors-in-chief' (experienced editorial board members who have devolved responsibility from the editors for managing papers) need to contact six or seven reviewers before one is found. Understandably, on those occasions, this drawn out process of securing reviewers can lead authors to withdraw their papers due to length of time spent 'in review'. This is a rare occurrence and there is little the editors and board members can do to prevent such circumstances from arising. All academic journals are very reliant on the expertise and goodwill of reviewers.

Once two independent reviews have been received, the editors consider the feedback and reach a decision. Often there can be very different views on the acceptability of the paper. For example one reviewer may decide minor revision, whilst another may wish to reject it; in such cases the editor needs to make a decision. At some point after a specific number of revisions the paper, if not rejected initially, will be provisionally accepted and the author will finalise all edits before returning

for copy editing. Once copy edited by the publishers the author receives a final proof for close reading and approval before the manuscript moves to e-publication and then hard-copy in the Journal proper.

For the most part author's find reviewers' feedback extremely useful and stimulating, however, on occasions it can be limited to just a couple of lines which contributes very little, or at worst, it can be demoralising. In our experience of editing *JAEO*L, reviewers generally provide fair, in-depth critically constructive comments and this commitment to the review process is highly valued by both authors and editors. However, many academics highlighted in the 2015 Times Higher Education article (the major newspaper for higher education in the U.K.) have received potentially undermining feedback:

'The worst comment I received on anything I have ever written was in the form of a question: "What is this muck?" It was an essay for a journal that claimed to be pioneering new research in cultural and media studies. Doubtless writing about a feminist rock star was just too much for someone!' (Bassnett, 2015)

The place of Special Issues as indicators of trends

A Special Issue provides an opportunity to compile a collection of articles that address a topic relevant to the aims and scope of the Journal whilst making a significant and substantive contribution to the specific topic being considered. Special Issues also act as signposts for the field by highlighting emerging trends, recent developments in practice and research, and by drawing our attention to issues within other countries, contexts and related disciplines. Of the Journal's four issues per year, approximately one issue per year is given over to a Special Issue. There have been a number of Special Issues published to date: Journey(s) vol. 10 (2); Outdoor and Adventure Therapy vol. 11 (2); Cultural Perspectives on Experiential Learning in Outdoor Spaces vol. 12 (3); Outdoor Play and Learning in Childhood from different Cultural Perspectives vol. 13 (3); and Space, Place and Sustainability and the role of Outdoor Education vol. 14 (3). A forthcoming Special Issue focuses on Adventure and a themed issue focusing on Latin America is in progress. A themed issue differs from a Special Issue in that it does not assume the whole focus of that edition.

Special Issue themes can be suggested by the editorial board, contributing authors, and others in the field who have not previously published in *JAEO*L. When proposing a topic one or more guest editors will submit an initial proposal to the editorial board, which outlines the general theme and topic for the Special Issue and introduces the guest editor's area(s) of expertise. To date the majority of Special Issue proposals have come from the editorial board and the themes have reflected gaps within research and emerging areas of theory and/or practice. For example, the recent focus on Place, Space and Sustainability and Outdoor Education was driven in part by a 'small but steady stream of peer-reviewed articles in the outdoor education research literature' that claimed that outdoor education had a role to play in fostering environmental sustainability (see, e.g., Higgins, 1996; Higgins & Kirk, 2006; Hill, 2012; Irwin, 2008; Lugg, 2007; Nicol, 2002). The guest editors (Christie, Ross, Nicol and Higgins, 2014) felt that outdoor education at the very least offered a choice about the places and spaces of education (no matter how diverse those choices), and they recognised this as a contemporary feature of the sustainability and environmental education research literature; one that warranted attention in the form of a Special Issue. More papers were

submitted for inclusion than could be published in one volume, so there has been a stream of related articles appearing beyond that particular Special Issue. This inclusive approach helps to maintain the Special Issue theme and encourages a topic that may have been seen as a specialist interest to become general discourse.

An empirical approach to content and trends in *JAEOL*

Rationale and methodology

In November 2010, the editorial board of *JAEOL* (including the managing and publishing editors) took the decision to introduce a key word facility in all substantive papers of the Journal, not including editorials, book reviews or end pieces. This reflected publishing norm for peer-reviewed journals at that time and created a system whereby readers were enabled to search, locate and access articles in two dimensions more accurately and rapidly. From this time, authors submitting papers were required to provide up to five key words or phrases (for example, 'outdoor education') different from the title, which are verified through the peer review and the editorial process.

However, this left eleven years of published material without such a search facility and a project conducted and supported at the University of Cumbria, U.K. was established to retrospectively add key words for the 98 papers already published since 2000. A pilot was carried out to assess the congruence of key word selection from five articles between the two researchers (including the Lead Investigator who was a member of the editorial board). A consistent similarity of 80% (4/5 key words) resulted with issues only arising in papers dealing with definitions, multiple terminologies and perspectives. In all cases of inconsistency or questionable papers, articles were re-read and discussed by the researchers to arrive at a consensus. Thus it can be assumed that the data are reliable and the process of identifying key words as representative of article content is valid. An interactive database was established on which to enter the key words and also the countries of origin or workplace at time of submission, and the number of authors per paper. These data now comprise all volumes from 2000 to 2015 inclusive. In addition to providing a facility for readers and the publisher, these data can be interpreted in terms of trends and emphases in the focus of papers, their terminology, language and semantics in adventure education and outdoor learning, and their origin. Some comparative data have also been obtained for other journals although this research is still in progress.

Key word project data

The data are presented as a whole and also in two blocks: 2000 – 2010 (n = 98 papers) and 2011 – 2015 (n = 73 papers) inclusive. This represents the differential between the retrospective analysis of key words and the author designated key words. The data also illustrate the trajectory of the Journal and include more volumes relative to the number of years in the last three years due to the increase in number of volumes per year in 2012 and 2015.

1. Origins of papers by author affiliation/location ¹

Table 1 illustrates the origins of authors by country or stated affiliation at the time of publication. It shows the dominance of authors from the U.K. in both sets of data, although they have decreased by 5% of total papers in the last five years. Countries with English as a main language comprised 87.5% of total papers by 2010 but this had decreased to 73% by the end of 2015, mainly due to a decrease of 15% by authors from the U.S.

These changes could reflect the emergence of the U.S. based *Journal of Outdoor Recreation, Education and Leadership*, which is in its seventh volume in 2015, and which complements the long-established *Journal of Experiential Education* that recently increased its number of issues from three to four per year. Alternatively, it might indicate that the Journal has become more Euro-centric over the past few years. Contributions from Europe not including the U.K., particularly Scandinavia (Denmark, Norway and Sweden) and latterly the other two of the five Nordic countries (Finland and Iceland), rose by 15.5% of the total from 2011. It is reasonable to expect that this tendency will continue in the future, mainly due to European education policy and the internationalisation policy of education and research in the Nordic countries, which is a perspective we will return to (Karlsen, 2015; Kunnskapsdepartementet, 2008). Additionally, there is a growth in the number of higher education institutions (HEIs) offering outdoor studies curricula requiring a basis of research knowledge.

JAEOL has seen the addition of contributions from Slovenia, Turkey, Taiwan, Korea, and Chile in the last five years but there have been no further contributions from Belgium, Czech Republic, Germany, India and Japan. The data also show that only 4% of papers were shared in origin between authors from different countries but between 2011 and 2015, this had increased to 33.5% of all papers dominated by the U.S. This reflects an upsurge in collaborative work and presumably, the opportunities for greater mobility amongst researchers.

Table 1: *Journal of Adventure Education and Outdoor Learning: Origin of authors*

Country of origin/affiliation at time of publication (English as official language, shaded)	% of total papers published 2000 – 2010 (n=98)	% of total papers published 2011 – 2015 (n= 73)	Trend (%)	% of total papers published with author origin across more than one country 2000 - 2010	% of total papers published with author origin across more than one country 2011 - 2015	% of total papers published 2000 – 2015 (n = 171)
U.K.	34	29	-5		2.5	31.5
U.S.	22.5	7.5	-15	1	7	16

¹ A paper that has authors with different countries of origin is assigned by that fraction (e.g. two authors, one based in Canada and one based in the U.K. would be allocated 0.5 to each of these two countries; a paper with authors only from one country would be allocated a score of 1.0 to that country).

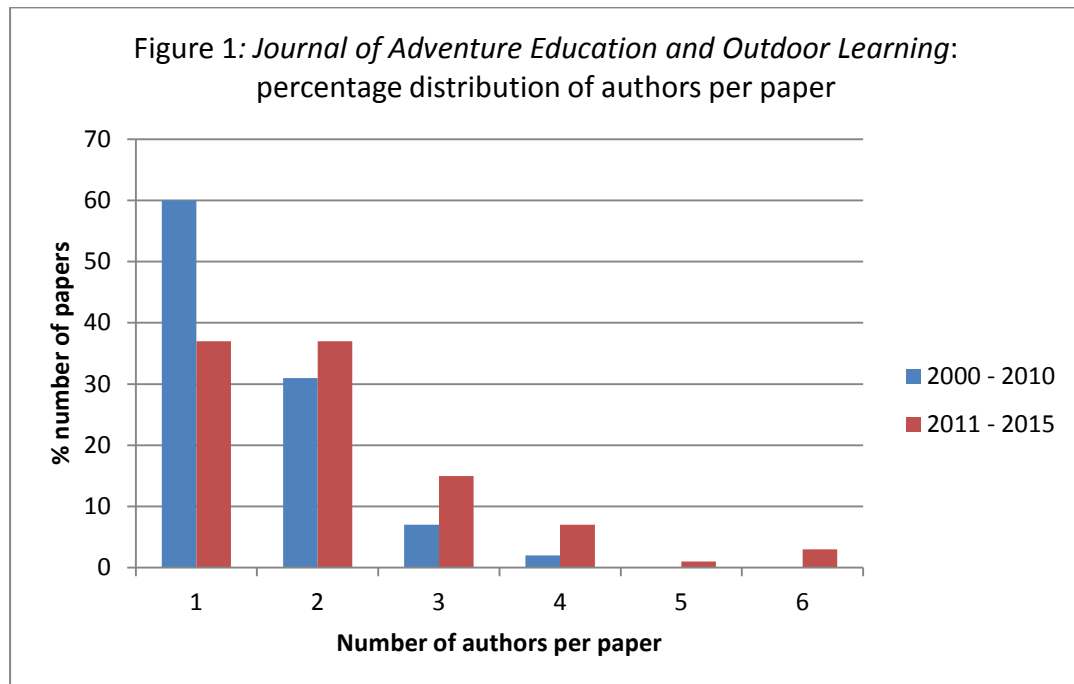
Canada	8	10	+2	1	4	9
Australia	15	17	+2	1	7	16
New Zealand	7	6.5	-0.5	1	5.5	6.5
Singapore	1	3	-2		1	2
Denmark	2	5.5	+3.5			3.5
Norway	3	6	+3		2.5	4.5
Sweden	1	7.5	+6.5		1	4
Finland		1	+1			0.5
Iceland		1	+1			0.5
Belgium	3		-3			1.5
Germany	1	2.5	+1.5			1.5
Czech Republic	0.5		-0.5			0.25
Slovenia		1	+1			0.5
Turkey		1	+1			0.5
Japan	1		-1			0.5
Korea		0.5	+0.5		1	0.25
Taiwan		0.5	+0.5		1	0.25
Chile		0.5	+0.5		1	0.25
India	1		-1			0.5
Total Europe including U.K.	44	54.5	+10.5	0	6	50.75
Total Europe (without U.K.) ²	10	25.5	+15.5	0	3.5	19.25

2. Number of authors per paper

Figure 1 illustrates a dominance of single authored papers up until 2010 but an equal number of papers with single or dual authors subsequent to this. From 2011 there have been a greater number of papers with more authors (an increase of 15.5% of two or more authors in all papers published), again emphasising a shift to more collaborative working including between postgraduate researchers and their supervisors. By comparison, the mean number of authors per paper between

Percentages (%) are to nearest 0.25%

2000 and 2010 for *JAEOL* is 1.5 (n = 98), for *Australian Journal of Outdoor Education* is 1.3 (n = 115) and for *Environmental Education Research (EER)* is 1.4 (n = 369) although *EER* has a greater range to a maximum of eleven authors for one paper. From 2011, *JAEOL* shows a mean of 2.7 authors per paper (n = 73).



Co-authors from different countries (derived from their affiliation at time of publication) decreased from 8.2% to 2010 to 6.9% from 2011. The co-authorship of English and non-native English speakers increased slightly in these time periods from 2% to 2.7%.

3. Terminology in Adventure Education and Outdoor Learning

Main key words or phrases core to the subject area were identified as ‘Outdoor Education’, ‘Outdoor Learning’, ‘Experiential Learning’ and ‘Adventure’. Figure 2 shows their use as key words over the total period, 2000 – 2015.

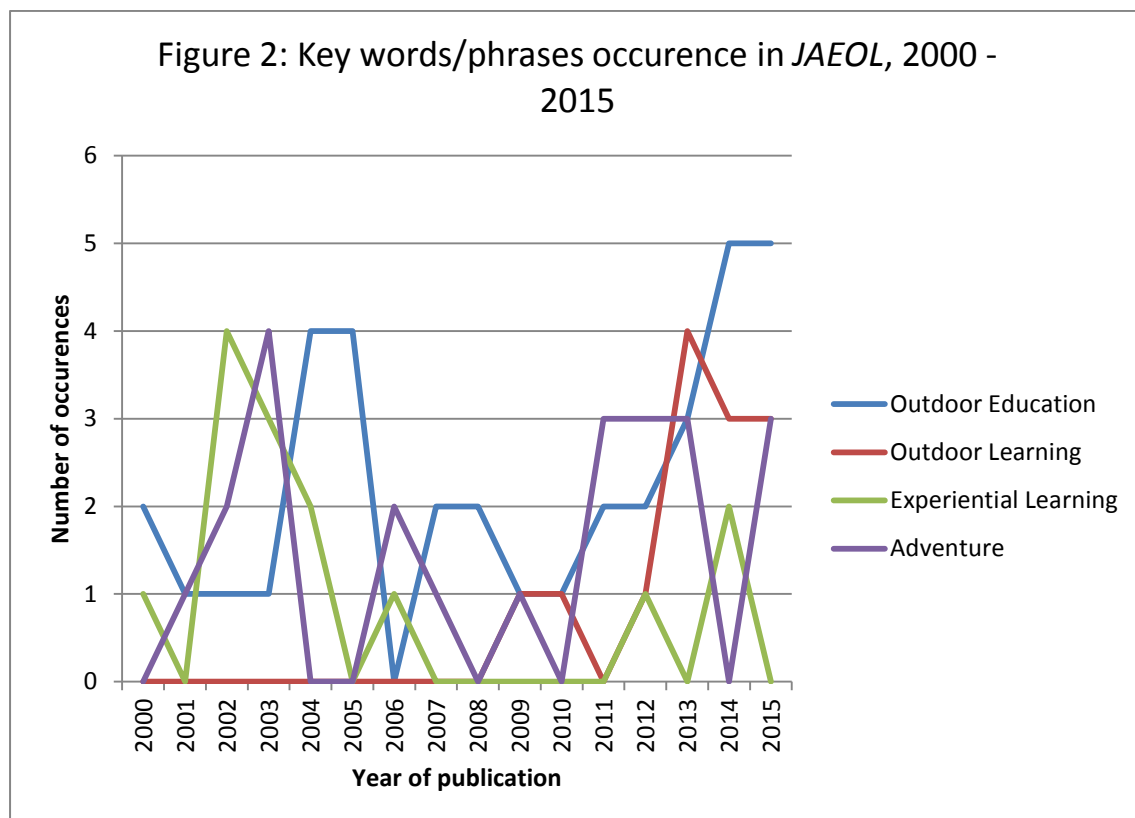
‘Outdoor Learning’ does not appear until 2009 but does not supersede ‘Outdoor Education’, which remains the most used term in 2015. ‘Outdoor Studies’ made one appearance in 2005 but has not been mentioned since. ‘Experiential Learning’ appeared again in 2012 after a five year fallow period and ‘Adventure’ fluctuates as a solo term or as ‘Adventure Education’ or ‘Outdoor Adventure Education’.

4. Most popular keywords

In the period 2000 – 2010, the six most common keywords in absolute terms were ‘history’ (including ‘historical development’) (9), ‘pedagogy’ (9), ‘facilitation’ (9), ‘reflection’ (including ‘reflective practice’) (8), ‘risk’ (5) and ‘culture’ (5). From 2011 to 2015 they were, ‘play’ (including ‘risky play’) (10), ‘nature’ (including ‘nature experience’ and ‘nature-based learning’) (9),

‘sustainability’ (including ‘sustainable development’, ‘learning for sustainability’, ‘environmental sustainability’ and ‘education for sustainability’) (8), ‘place’ (including ‘place-based learning’ and ‘sense of place’) (8), ‘therapy’ (8), and ‘wilderness’ (6). Consideration of other key terms reflecting issues that have been frequently highlighted and discussed in educational and socio-cultural theories and debates over the last two decades, significant issues seem to have been absent in the research on adventure education and outdoor learning, for example gender issues, embodiment, research methodologies and theoretical approaches, and professionalisation of the field.

If Special Issues are omitted from this list, the most popular keywords were ‘nature’ and ‘wilderness.’ Interestingly, ‘history’, ‘facilitation’ or ‘reflection’ did not feature in this latter period and ‘pedagogy’ comprised terms such as ‘pedagogic device’, ‘pedagogic discourse’ and ‘Early Childhood pedagogy’ (3). Newer keywords include ‘surfing’ and ‘school gardens’ (gardens also feature as an Endpiece) and European approaches such as ‘Friluftsliv’ (4), ‘Bildung’ (1) and ‘Erlebnispädagogik’ (1) appear, although there were two Special Issues with cultural contexts or perspectives in the title. One paper did examine the diversity of language *per se* in a cross-cultural context (Turčová, Martin & Neuman, 2005). Keywords such as ‘forest school’ that appeared once in 2008 from Denmark, were cited only one more time in 2015 from Australia. ‘Residential outdoor education’ was provided in 2002 and only mentioned twice more (‘residential’ and ‘residential education’) to 2015.



5. Authors

21 non-U.K. authors have published more than one paper across the total published output of the Journal to 2015; three of these are from non-English main language countries, all are Scandinavian. 11 published across both periods, 2000 – 2010 and 2010 – 2015. Seven authors have not published

in the Journal beyond 2010 and two authors have published all their material from 2011. Anecdotal evidence would suggest that some of the earlier authors have retired or left academia but a significant proportion are still working in the subject area and are known to be publishing more widely.

The European Context

The empirical work above together with our knowledge of the literature and experience in working with *JAEO*L leads us to suggest the following trends:

Trend 1 – Geographical growth - increased interest in Adventure Education and Outdoor Learning (AEOL) beyond the U.K., although it remains U.K. dominant. There has been an expansion of papers published from European countries, particularly the Nordic countries. An expansion in semantics to reflect the outdoor pedagogy, professional practice, processes and culture of these countries is evident.

Trend 2 – Contextual expansion - increased range of contexts for outdoor learning beyond traditional residential/adventurous activities. Perceived changes in, for example, content, issues and pedagogy including popular and emerging areas (e.g. nature, forest school, outdoor play, etc.) There are a number of unique papers or papers in emerging or perceived marginal areas (e.g. surfing identities, gardening) that might be examples of emergent trends more fully published in other journals or with emphasis more in other parts of the world. There are continuing trends with papers published on same area over the years although the dominant key words do not show much overlap between the time periods.

Trend 3 – Changing emphases—common key words have changed with terms such as ‘sustainability’, ‘place’ and ‘therapy’ emerging since 2011. The decline in, for example, traditional residential provision might be reflected by the small number of papers examining this aspect of the field.

Trend 4 – Confluence of disciplines- authors are publishing more widely although *JAEO*L appears to be a respected target journal for a number of authors who have published more than once over the last fifteen years. Nordic authors are the largest group of non-native English speakers in this respect.

Trend 5 – Expansion of methods and methodologies—qualitative, quantitative and mixed method approaches are evident and the range of research approaches is increasing perhaps reflecting socio-cultural diversity.

Trend 6 – Emerging areas- The Journal is reflective of cultural memory. It seeks to be inclusive and pluralistic with cross-cultural perspectives, social and environmental justice, trans-disciplinary/inter-disciplinary and formal/non-formal learning contributions. There are cultural drivers that are influencing emerging areas such as increasing internationalism as reflected by trans-cultural programmes in Europe in outdoor studies and the influence of the European Institute for Outdoor Adventure Education and Experiential Learning particularly through conferences and knowledge and practice exchange.

In order to substantiate evidence for these trends and to provide a grounded, decentralised non-Anglo balance, the following section gives a voice to perspectives from other parts of Europe.

Continental European and Nordic voices, themes and approaches: Expansion of the outdoor field of study?

One major trend since *JAEOL* developed into an international scholarly peer reviewed journal is, as previously mentioned, a slight expansion of papers authored by non-native English authors representing empirical themes, experiences and developments beyond the U.K. and Anglo-centric contexts. In the series of volumes, from year to year, individual non-native English authors appear occasionally and as single voices. When these 'other European' papers are analysed as a whole, two types of papers are revealed: the papers authored by continental Europeans and those by Nordic/Scandinavian scholars and an impression of whether these voices represent different cultural approaches to the 'outdoors' may be derived. These 'other voices' cannot be said to be representative of research into socio-cultural aspects of their country of origin but they may give an idea as to whether, and how, the internationalisation of *JAEOL* may also mean an expansion of the outdoor field of study, or if the dominant discourses emerging within the U.K. and other Anglo-centric contexts do provide an holistic and accurate picture.

Both continental European and Scandinavian/Nordic 'voices' may represent potential outsiders' perspectives to the dominant Anglo-centric body of knowledge and discourse published by *JAEOL*. Of all papers with a European origin, the greatest proportion is produced from the Scandinavian (Nordic) countries, which is the reason why we explore further the qualitative aspects that these contributions represent.

Over the last fifteen years, 27 papers were published by Nordic scholars (representing 15.8% of the total, n=171 papers). The key word analysis reveals two major topics emerging from the Nordic authors, representing a broad variety of human-nature relationships and complexities. At the beginning of the twenty-first century, the published papers on *friluftsliv* (literally: free-open-air-life) dealt with it as a broad cultural phenomenon, whilst more recently it has expanded in context and come under scrutiny as part of formal education integral to the respective countries' school curricula, and thus often called *udeskole* (literally: outdoor school).

The first category of papers scrutinizes the culture and cultural history of the Scandinavian concept of *friluftsliv* by researching the influence from polar explorers, gendered ideologies, and environmental ethics, ideology and practice. Additionally, the voices and narratives of young people's relations with nature and *friluftsliv* culture have been explored along with newer trends linked to 'sportification' of the outdoors. The second category of papers deals with *udeskole* and the use of outdoor urban green spaces and natural surroundings for teaching, learning and physical activity as part of school curricula. More recently, the published papers reflect increasing concern about the significance of nature in early childhood and the expansion of outdoor kindergartens or *naturbarnehage*, in which nature and physical activity has become part of the national curriculum (Ministry of Education and Research (Kunnskapsdepartementet), 2011). A third category of papers makes a comparison of Scandinavian developments with those of Australia and New Zealand.

Seen as a whole, these papers represent a variety of themes and aspects of the complexity of socio-cultural developments related to friluftsliv and udeskole. On the one hand, friluftsliv is conceptualised as a particular part of everyday and 'taken-for-granted' culture and thus, is connected with the transformation of earlier pre-modern ways of living off the land into modern adventure, leisure, recreation and formal schooling. On the other hand, the papers connect the development to broader longstanding European cultural history and the philosophy of Romanticism, as well as to present-day global issues on the significance of nature for the growth of young people. Thus, friluftsliv is conceptualised as a powerful umbrella-concept in Scandinavian contexts, operating as a complex core symbol of Scandinavian cultures past and present. The concept spans from the taken-for-granted and unspoken/tacit values of everyday popular culture, to explicit discourse and empirical representations on national policy as well as on how young people's relations with nature are transformed in the contemporary modern Scandinavian welfare states and formal schooling (Pedersen Gurholt, 2008, 2015). Similarly, in Finland it has connotations with the concept of *Era* (Karpinnen, 2012).

The Nordic (possibly Norwegian) perspective on, and experience of, the 'international publishing game', draws our attention to other implications as to why and how *JAEOl* has become attractive to authors from outside the Anglo-centric cultural spheres and has developed into an international journal. These 'other explanations' relate to cross-national levels, such as the Organisation for Economic Co-operation and Development (OECD) and European Commission, and are referred to as the internationalisation policy and strategies of research and HEIs (Keeling, 2006; Kunnskapsdepartementet, 2008; Karlsen, 2015). For 'small countries' of about 5 to 10 million people speaking a particular native language, such as in the Nordic countries, internationalisation means adaptation to the hegemony of English speaking communities of research and discourse, which as we have shown, is definitely dominated by Anglo-centric research and perspectives of outdoor education on a global scale (cf. Dymont & Potter, 2015). The Foucauldian meaning of discourse may shed further light to the complexity involved: 'Discursive practices shape what is known about an object or a phenomenon. They define what it is legitimate to know about a particular field of objects and determine who the agents of this knowledge are' (Foucault, 1997, cited in Zink, 2010, p.20).

Since the 1970s, the Scandinavian countries (and more recently Finland and Iceland) have witnessed an increasing professionalisation and 'academisation' of friluftsliv and udeskole, which paralleled the 'explosive' growth of higher education outdoor studies at the beginning of the twenty-first century. The number of higher education institutions offering Outdoor Studies at undergraduate and postgraduate levels has doubled in numbers (in Norway). Consequently, the demand for building up a research base of knowledge, requiring doctorates, and increased international publications in refereed journals and participation in networks of research is also increasing. On a global scale, the development reflects an increasing interest in outdoor education research, documented with the quantitative growth of number papers and volumes published by *JAEOl* as well as a globally quantitative growth of academic journals representing the outdoors as fields of study and research. So far all of these journals, (and books as well), are published and edited in English from Anglo-centric perspectives.

Endpiece

Journals can be regarded as indicators of new developments in a field, offering ways to respond to socio-cultural trends, policy developments and research opportunities whilst encouraging authors to explore new areas in a more transient, timely and responsive way than books or other forms of academic literature. Over the past fifteen years *JAEOL* has documented clear trends within the field related to geographical growth, contextual range, confluence of disciplines and expansion of methods and methodologies. Recent submissions and publications reflect such diversity and maturation, for example the upcoming themed edition focusing on Latin America draws attention to the emergence of outdoor learning in that geographical and cultural context, and the forthcoming Special Issue re-visits the familiar term 'adventure'.

Over the past fifteen years *JAEOL* has encouraged growth and development in the field of adventure education and outdoor learning whilst acting as a space for reflection, and its historical record is testament to that ambition as it provides a valid indicator of past emphases and emerging trends. This chapter considered *JAEOL*'s emphases since 2000 and through an analysis of language, voices and journal writing in Europe, has sought to balance the Anglo-centric approach by situating *JAEOL* in a global context. It is clear that there is a swell of multi- and trans-disciplinary work and the context in which the profession is both researched and practised is increasingly international. Thus, *JAEOL*'s legacy and its continuing role as a signpost to, and of, the field is vital, not least because it serves as both a cultural memory of the field and as a catalyst for change, growth and development.

References

- Bassnett, S. (2015). The worst piece of peer review I've ever received. *Times Higher Education*, August 6th 2015 (online) access: <https://www.timeshighereducation.com/features/the-worst-piece-of-peer-review-ive-ever-received>, retrieved 5.5.16.
- Christie, B., Ross, H., Nicol, R., & Higgins, P. (Eds.) (2014). Special Issue: Space, Place and Sustainability and the role of outdoor education. *Journal of Adventure Education and Outdoor Learning*, 14 (3), 191-197.
- Dymont, J. E., & Potter, T.G. (2015). Is outdoor education a discipline? Provocations and possibilities. *Journal of Adventure Education and Outdoor Learning* 15(3), 193-208.
- Elsevier (2016). Journal metrics. <https://www.journalmetrics.com/>, retrieved 27.05.16.
- European Union (2014). *Erasmus+*. *The European Union programme for education, training, youth and sport*.
- Higgins, P. (1996). Outdoor education for sustainability: Making connections. *Journal of Adventure Education and Outdoor Leadership*, 13(4), 4–11.
- Higgins, P., & Kirk, G. (2006). Sustainability education in Scotland: The impact of national and international initiatives on teacher education and outdoor education. *Journal of Geography in Higher Education*, 30(2), 313–326. doi:10.1080/03098260600717414

- Hill, A. (2012). Developing approaches to outdoor education that promote sustainability education. *Australian Journal of Outdoor Education*, 16(1), 15–27.
- Irwin, D. (2008). Weaving the threads: Challenges encountered while educating for sustainability in outdoor education. *New Zealand Journal of Outdoor Education*, 2(3), 36–53.
- Karlsen, G. (2015). EU som premissaktør for norske utdanningsreformer. *Norsk Pedagogisk Tidsskrift*, 99(6), 472–484.
- Karpinnen, S.J.A. (2012). Outdoor adventure education in a formal education curriculum in Finland: action research application. *Journal of Adventure Education and Outdoor Learning*, 12(1), 41–62.
- Keeling, R. (2006). The Bologna Process and the Lisbon Research Agenda: the European Commission's expanding role in higher education discourse. *European Journal of Education*, 41(2), 203–223.
- Kunnskapsdepartementet (2008). *St. meld. Nr. 14 (2008-2009) Internasjonalisering av utdanning.* [Governmental White Paper on 'Internationalisation of Education'] Oslo.
- Lugg, A. (2007). Developing sustainability-literate citizens through outdoor learning: Possibilities for outdoor education in higher education. *Journal of Adventure Education and Outdoor Learning*, 7(2), 97–112. doi:10.1080/14729670701609456
- Ministry of Education and Research (Kunnskapsdepartementet). (2011). *Framework plan for the content and tasks of kindergartens.* Oslo.
http://www.udir.no/globalassets/filer/barnehage/rammeplan/framework_plan_for_the_content_and_tasks_of_kindergartens_2011_rammeplan_engelsk.pdf, retrieved 11.5.2016.
- Nicol, R. (2002). Outdoor education: Research topic or universal value? Part two. *Journal of Adventure Education and Outdoor Learning*, 5(1), 53–70.
- Pedersen Gurholt, K. (2008). Norwegian Friluftsliv and Ideals of becoming an 'Educated Man'. *Journal of Adventure Education and Outdoor Learning*, 8 (1), 55-70.
- Pedersen Gurholt, K. (2015). Friluftsliv: nature friendly adventures for all. In B. Humberstone, H. Prince, & K. Henderson (Eds.), *Routledge International Handbook in Outdoor Studies*. Abingdon: Routledge, 288-296.
- Taylor & Francis (2016). *Journal of Adventure Education and Outdoor Learning* <http://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=aol20>, retrieved 2.4.2016.
- Thomas, G., Potter, T.G. & Allison, P. (2009). A tale of three journals: A study of papers published in the *Australian Journal of Outdoor Education*, *Journal of Adventure Education and Outdoor Learning* and *Journal of Experiential Education* between 1998 and 2007. *Australian Journal of Outdoor Education* 13(1), 16-29.
- Turčová, I., Martin, A. & Neuman, J. (2005). Diversity in language: outdoor terminology in the Czech Republic and Britain. *Journal of Adventure Education and Outdoor Learning*, 5(2), 101-117.
- Zink, R. (2010). Asking 'Who are you?' when going into the wild: Moving beyond an individualized form of outdoor education. *Journal of Adventure Education & Outdoor Learning* 10(1), 19-32.